

# High-demand enrollments



**Senate Higher Education  
Committee – Feb. 20, 2003**

W A S H I N G T O N  
**H I G H E R**  
**EDUCATION**  
C O O R D I N A T I N G   B O A R D

# Presentation outline

1. Definition of 'high-demand'
2. High-demand enrollment pool, 1999-2001
3. Legislative direction in 2001-03 budget
4. College and university reports
5. Governor's high-demand enrollment proposal for 2003-05

# 1. High-demand fields and programs

- **Working definition:**

- ‘High-demand’ describes programs or fields in which (1) student enrollment applications exceed available slots, **and** (2) employers are unable to find enough skilled graduates for available jobs
- 2001-03 budget and Governor’s 2003-05 proposal identify specific fields as high-demand, including health care, technology, teacher training

## 2. High-demand enrollment pool, 1999-2001

- \$4.7 million to HECB for 550 undergraduate FTE in second year (\$9,300 per FTE)
- Competition among public 2-years and 4-years
- Colleges directed to document:
  - Employer needs – job availability
  - Unmet student enrollment demand
  - Employer involvement in proposal
  - Why extra funds were needed in addition to normal budget allocation

# High-demand enrollment pool, 1999-2001

- **Proposals received**
  - All baccalaureates and 17 CTCs applied
  - 75% were for information technology
- **External reviewers**
  - Expertise in academics, industry needs, economic development, labor market issues
- **Projects funded**
  - 11 at CTCs, 3 at baccalaureates
  - Info tech, dental hygiene, special ed teaching
  - More new programs, faster startup than normal

### 3. Legislative direction, 2001-03

- High-demand enrollment pool not continued
- Public colleges and universities directed to 'give priority' to high-demand fields with new enrollments
- Each 4-year school and SBCTC directed to submit reports to HECB following each fiscal year
- Funding for 1999-2001 high-demand projects continued in institutions' base budgets

## 4. College and university reports, 2001-02

- HECB, with input from legislative committees and OFM, requested:
  - Identification of high-demand programs
  - Information on new enrollments **and** reallocations
  - Statistics to illustrate scope of demand and impact of institutional response
  - Information on partnerships

# College and university reports, 2001-02

- Summary of issues raised
  - High-demand programs often very expensive
  - Reallocations alone cannot meet the need
  - Colleges face conflicting expectations
  - Partnerships among schools and with private sector are helping meet the need
  - All reports identify high-demand programs; most do not contain enrollment statistics by program



# College and university reports, 2001-02

- **Community and technical colleges**
  - Received funds for 1,750 new FTE
  - Allocation reflects expected population growth and demand for programs
  - Program mix of new FTEs decided locally
  - Statewide enrollment growth in transfer (8.5%), developmental (6.8%) and basic skills (4.2%)
  - Statewide workforce enrollment flat (up 0.1%)
  - Colleges continue to shift workforce training toward higher-wage occupations

# College and university reports, 2001-02

- **Central Washington University**
  - No new enrollment funding in 2001-02
  - Previous biennial budget reduced enrollment funding by 400 FTE
  - Reallocations have benefited several high-demand programs
  - CWU's regional centers collaborate with two-year colleges on high-demand programs
  - Enrollment statistics by program for 2001-02 not included in report

# College and university reports, 2001-02

- **Eastern Washington University**
  - Received funds for 69 new FTE
  - Added enrollments in:
    - Health Sciences, 103 FTE increase
    - Computing, engineering science, 28 FTE
    - Education/psych programs, 62 FTE
  - State funds and tuition shifted from low-enrollment to high-demand programs
  - \$150,000 tuition revenue used to fund School for Computing and Engineering Sciences

# College and university reports, 2001-02

- **The Evergreen State College**
  - Received funds for 41 new FTE
  - New enrollments for biennium added to:
    - Tribal programs
    - Two- and four-credit courses
    - Upper-division in Tacoma for working adults
    - Quantitative reasoning support
  - In TESC's interdisciplinary approach, FTEs are not allocated to specific departments

# College and university reports, 2001-02

- **University of Washington**
  - Received funds for 132 new FTE
  - 68 undergraduate FTE, 64 graduate FTE
  - Favored programs with facilities already in place (teaching labs, offices, etc.)
  - High-demand offerings expanding at all three campuses
  - Enrollment statistics by program for 2001-02 not included in report

# College and university reports, 2001-02

- **Washington State University**
  - Enrollment reduced by 277 FTE at Pullman
  - Branch enrollment flat at Tri-Cities, up by 42 FTE at Spokane, 82 FTE at Vancouver
  - Ability to reallocate 'severely limited' by budget cuts
  - Enrollment statistics by program for 2001-02 not included in report

# College and university reports, 2001-02

- **Western Washington University**
  - Received funds for 150 new FTE
  - Classroom and lab space ‘highly constrained’
  - Striving to add capacity in computer science, engineering technology, management info systems
  - Faculty recruitment-retention ‘critical impediment’
  - Enrollment statistics by program for 2001-02 not included in report

## 5. Governor's proposal, 2003-05

- \$20.2 million for 1,550 FTE (\$9,600 per FTE)
- Health services, vet med, engineering, teaching, information technology and other fields
- Undergraduate and graduate level programs
- Priority for partnership/articulation agreements
- Public and private institutions eligible
- External review similar to 1999-2001
- Annual reports to OFM and Legislature